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ABSTRACT

This book addresses the critical issues of curriculum and instruction as they pertain to the restructuring of middle-level education. The first part deals with developing a sense of identity both with the middle-school movement and with young adolescents. Chapters include the following: "Perspectives on the Middle School Movement" (John H. Lounsbury); "A Portrait of Diversity: The Middle Level Student" (Joel Milgram); "Young Adolescents' Perceptions of School" (Linda R. Kramer); "Youth as Cultural and Economic Capital: Learning How to Be" (J. Howard Johnston); and "A New Paradigm of Schooling: Connecting School, Home, and Community" (Frances K. Kochan). Part 2 contains chapters that address how to develop a sense of responsiveness to student's needs: "Climate and Culture as Mediators of School Values and Collaborative Behavior" (J. Howard Johnston); "Developing a Sense of Mission in Middle Schools" (Robert Shockley); "The Process of Change: Developing Effective Middle School Programs" (Robert C. Spear); "Interdisciplinary Teaming and the Social Bonding of Middle Level Students" (Joanne M. Arhar); "Teacher Advisory: The Fourth R" (Neila A. Connors); "Exploratory Programs in the Middle Level School: A Responsive Idea" (Sherrel Bergman); and "Maintaining Middle Schools" (James P. Garvin). Part 3 examines issues in developing a sense of relevance for students through appropriate curriculum, instruction, grouping practices, and evaluation procedures. Chapters include "Middle Level School Curriculum: Defining the Elusive" (Conrad F. Toepfer, Jr.); "Appropriate Grouping Practices for Middle Level Students" (Robert C. Spear); "Motivation: Moving, Learning, Mastering, and Sharing" (Julia Thomason and Max Thompson); "Developmentally Appropriate Instruction: The Heart of the Middle School" (Judith L. Irvin); "Meeting the Needs of Young Adolescents Through Cooperative Learning" (Karen D. Wood); and "Humanizing Student Evaluation and Reporting" (Gordon F. Vars). Part 4 examines ways to develop a support system for continued improvement through teacher preparation and research efforts. Chapters include "Middle Level Teacher Preparation and Certification" (C. Kenneth McEwin); and "Turning Points and Beyond: Coming of Age in Middle Level Research" (David B. Strahan). References accompany each chapter. A name and subject index is included. (LMI)